

PROPOSAL – 2008

AMENDED - October 12, 2009

### Procedure: Reconsideration of Materials

1. Process of reconsideration begins with concerned party talking to building principal who listens to concerns. Librarians/teachers are not a part of this initial meeting.
2. Material being challenged must be read in its entirety before proceeding to the next step (Reconsideration Form).
3. Once material has been read, the concerned party may ask for the *Request for Reconsideration of Library Materials* form.
4. Form is completed and turned into the building principal.
5. A standing committee consisting of the building principal, librarian, several teachers, and additional administrators as deemed appropriate reads the material. During the reconsideration process, copies remain in circulation until a decision is reached by the committee.
6. Committee members convene for discussion within four weeks of receiving the completed *Reconsideration* form. The librarian provides copies of professional material/reviews regarding the book. A decision is reached at this time.

#### Discussion Guidelines

- Book awards/nominations/reviews
  - Age appropriate
  - Literary merit
  - Characteristic of Genre
  - Credible author
7. The decision of the committee is conveyed to the concerned party by administrative personnel.

Jackson R-2 Schools  
614 E Adams  
Jackson, Mo.  
63755

**REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS**  
**JACKSON R-2 SCHOOL DISTRICT**

Author \_\_\_\_\_

Title \_\_\_\_\_

Publisher \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Complainant represents:

\_\_\_\_\_ Student

\_\_\_\_\_ Parent

\_\_\_\_\_ Name of Organization \_\_\_\_\_

1. Did you read or view the entire book or material? \_\_\_\_\_

If not, what parts did you read or view? Please be specific.

2. Have you been able to discuss this work with the teacher or librarian who ordered it or used it?

\_\_\_\_\_

3. What do you understand to be the general purpose for using this work?

Provide support for a unit in the curriculum? \_\_\_\_\_

Provide a learning experience for the reader in one kind of literature? \_\_\_\_\_

Other: \_\_\_\_\_

4. Did the general purpose for the use of the work, as described by the teacher or librarian, seem a suitable one to you?

5. What do you think is the general purpose of the author in this material?

6. In what ways do you think a work of this nature is not suitable for the use the teacher or librarian wishes to carry out?

7. Have you been able to learn what the students' response is to this work?

What response did the students make?

8. Have you been able to learn from your school library what book reviewers or others have written about this work?

9. Do you have negative reviews of the book or material?

Where were they published?

Would you be willing to provide summaries of the reviews you have collected?

10. What would you suggest your library/school to do about this work?

\_\_\_\_\_ Do not assign/lend it to my child.

\_\_\_\_\_ Return it to the review committee for reevaluation.

\_\_\_\_\_ Other-please explain.

11. What work would you recommend that would convey the same perspective of the subject treated?

Signature \_\_\_\_\_

Date \_\_\_\_\_

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS  
JACKSON R-2 SCHOOL DISTRICT

Moved from Jr High to High School

Author Julia Sheeres  
Title Jesus Land  
Publisher Counterpoint  
Request initiated by Scott + Kelly Bright  
Telephone 243-0462 Address 186 Matt Ln.  
City Jackson State MO Zip Code 63755

Complainant represents:

Lily Student

Scott/Kelly Parent

Name of Organization \_\_\_\_\_

1. Did you read or view the entire book or material? Yes

If not, what parts did you read or view? Please be specific.

2. Have you been able to discuss this work with the teacher or librarian who ordered it or used it?

No, I did email the teacher to inquire if she had read the book, which she had.

3. What do you understand to be the general purpose for using this work?

Provide support for a unit in the curriculum? reading/writing assignment

Provide a learning experience for the reader in one kind of literature? \_\_\_\_\_

Other: It was on a recommended list; not required reading

4. Did the general purpose for the use of the work, as described by the teacher or librarian, seem a suitable one to you? yes

5. What do you think is the general purpose of the author in this material?

Memoir - telling her life story



Kept on shelf at  
Middle School

5. What do you think is the general purpose of the author in this material? The terrors of dictatorship?

6. In what ways do you think a work of this nature is not suitable for the use the teacher or librarian wishes to carry out? This book is not suitable for children 11-12.

If this book were rated as movies are it would be at the least a PG-13 to an R rating please read attached letter.

7. Have you been able to learn what the students' response is to this work?

When I asked my daughter what the ~~(the)~~ book was about her response was "This government makes all the districts pick 2 kids as tributers to play the Hunger games where the kids

What response did the students make?

have to kill each other until only 1 is left" That's what she got out of this the killing not the other issues dealt with.

8. Have you been able to learn from your school library what book reviewers or others have written about this work?

NO

9. Do you have negative reviews of the book or material? Scholastic Bookrates this for 12 and up. Barnes and Noble site rates it for Benor high to young adult

Where were they published?

Internet

Would you be willing to provide summaries of the reviews you have collected?

10. What would you suggest your library/school to do about this work?

☒ Do not assign/lend it to my child.

☒ Return it to the review committee for reevaluation.

☒ Other-please explain. whoever recommended this book as the theme for 6th Grade should be reprimanded.

11. What work would you recommend that would convey the same perspective of the subject treated?

Unsure

Please read attached sheet with specific unacceptable passages

Signature Brenda S. Dray

Date 11-11-09

from this book there are a lot. ~~NO~~ zero tolerance of violence in schools should also apply to books especially for children this age.

## The Hunger Games by Suzanne Collins

This book is a futuristic fiction. The north America's are controlled by a dictatorial government. All areas are divided into 12 districts. (District 13 was destroyed in a rebellion) To punish the remaining 12 all districts must once a year choose 2 children to be sent to the government to play in the hunger games, The districts are poor, people are starving, the city's are fenced in and there is no traveling allowed, It is total government control. The children chosen are called tributes, The heroine of the book Katniss takes her 12 year old sister's place when she is chosen to save her life. The children are taken to the capital of the government and trained and have makeovers and ceremonies then they are put into an enclosed arena, they can not escape and have to kill each other until there is only 1 survivor left, this survivor wins prizes and food and help for the year for themselves and their districts.

This book contains disturbing violence, gore, drunkenness and gambling. If this book was rated like a movie it would have to be rated at least PG 13 if not R.

Below you will find parts of the book quoted, I was told when I talked to Dr Penzel that I was not taking the passages I questioned in context, well I have read the entire book now and the context does not make the violence less disturbing. This book is not appropriate for 11-12 year old children.



Katniss and her friend Gale hunt for food to feed their families, this is a crime and they could be killed if caught. That is the context for this statement....

"Gale and I agree that if we have to choose between dying of hunger or a bullet in the head, the bullet would be much quicker." page 17

In the first chapter the games are explained, the districts not only have to send their children to be killed but they have to watch the games on tv.

"Taking kids from our districts, forcing them to kill one another while we watch."  
(page 18)

"Look how we take your children and sacrifice them and ~~there is~~ nothing you can do"  
(page 19)

The children are appointed a mentor for the games, his job is to secure sponsors for them which will send needed items to them in the arena, people sponsor who they think will win and the rich place bets on the outcome of the games.

The main character's sponsor is a drunkard and this is referred to often in the book but here is a good example "Just ~~then~~ Haysmith staggers into the compartment "I miss supper?" he says in a slurred voice. Then he vomits over the expensive carpet and falls in the mess. (page 47)

For a few moments Peeta and I take in the scene of our mentor trying to rise out the slippery vile stuff from his stomach. (page 48)

The rest of the quotes from the book are taken from the chapters about the actual games.

A boy, I think from District 9 reaches the pack at the same time I do and for a brief time we grapple for it and then he coughs, splattering my face with blood. I stagger back, repulsed by the warm, sticky spray, then the boy slips to the ground., That's when I see the knife in his back. (page 150)

At the edge of the woods I turn for one instance to survey the field. About a dozen or so tributes are hacking away at one another at the horn. Several lie dead already on the ground. (page 151)

The fire starter must have dozed off. They're on her before she can escape. I know it's a girl now, I can tell by the pleading, the agonized scream ~~that~~ follows. Then ~~there's~~ laughter and congratulations from several voices. Some one cries out "twelve down and eleven to go!" which gets a round of appreciative hoots. (page 159)



The (fire) attack is now over. The Gamekeepers don't want me dead. Not yet anyway. Everyone knows they could destroy us all within seconds of the opening gong. The real sport of the Hunger Games is watching the tributes kill one another. (page 177)

In this part of the book Katniss throws a nest of mutated poisonous wasps from a tree to those waiting below her, she is stung and they attack the other children driving them off. — I watch Glimmer fall, twitch hysterically around on the ground for a few minutes and then go still. (page 191)

A foul smelling green liquid oozes from the places where I pull out the stingers. page 191

The stinger lumps have begun to explode spewing putrid green liquid around her. I have to break several of what used to be fingers with a stone to free the bow. The sheath of arrows is pinned under her back. I try to roll over the body by pulling on one arm, but the flesh disintegrates in my hands and I fall back on the ground. (page 192-193)

Is this real? or have the hallucinations begun?

Do this I command myself. Clenching my jaw, I dig my hands under Glimmer's body get a hold on what must be her rib cage and force her onto her stomach. I can't help it I'm hyperventilating now, the whole thing is so nightmarish and I'm losing my grasp on what is real. I tug on the silver sheath of arrows but it's caught on something, her shoulder blade, something, and finally yank it free. (page 193)

The world begins to bend in alarming ways. A butterfly balloons to the size of a house the shatters into a million stars. Trees transform to blood and splash down over my boots. Ants begin to crawl out of the blisters on my hands and I can't shake them free. (page 194)

When I break into the clearing she is on the ground hopelessly entangled in a net, She just has the time to reach her hand through the mesh and say my name before the spear enters her body. (page 232)

The boy from District 1 dies before he can remove the spear. My arrow drives deeply into the center of his neck. He falls to his knees and halves the brief remainder of his

life by yanking out ~~the~~ arrow and drowning in his own blood. (page 233)

In the next quotes Katniss is caught by another girl Clove

Clove opens up her jacket. It is lined with an impressive array of knives. She carefully selects an almost dainty-looking ~~number~~ with a cruved blade. "I promised Cato if ~~he~~ let me have you, I'd give the audience a good show." (page 285)

I'm struggling now in an ~~effort~~ to unseat her, but it's no use. She's too heavy and her lock on me too tight." For get it Distirict 12. We're going to kill you just like we did your pathetic little ally... what was he name? The one who hopped ~~around~~ in the trees? Rue? Well, first Rue, then you, and I think we'll just let nature take care of Lover Boy . How does that sound"? Clove asks. "Now where to start?" She carelessly wipes away the blood from my wound with her jacket sleeve. For a moment she surveys my face, tilting it from side to side as if it's a block of wood and she's deciding exactly what pattern to carve on it. I attempt to bite her hand, but she grabs the hair on top of my head forcing me back to the ground. "I think.." she almost purrs "I think we'll start with your mouth ." I ~~clamp~~ my teeth together as she teasingly traces the outline of my lips with the tip of the blade.

"Yes, I don't think you'll have much use for your lips anymore. Want to blow Lover Boy one last kiss?" she asks I work up a mouth full of blood and saliva and spit it in to her face. She flushes in rage " All right then let's get strted." I brace myself for ~~the~~ agony ~~that~~'s sure to follow. But as I feel the tip open the first cut at my lip, some great force yanks Clove from my body... (page 285-286)

Thresh brings the rock down hard against Clove's temple. It's not bleeding ,but I can see the dent in her skull and I know she's a goner. (page 288)

The end of the game, the Game keepers send out muttant dogs against the three remaining children.

"The green eyes glowering at me are unlike any dog or wolf , any canine I've ever seen. They are unmistakably human. and that revelation has barely registered when I notice the collar with the number 1 inlaid in jewels and the whole horrible thing hits me. The blond hair , the green eyes, the number...It's Glimmer. My head snaps from side to side as I examine the pack taking in various sizes and colors. "Its them. It's all of them. The others. Rue and Foxface and ...all the other tributes. " I choke out. I hear Peet's gasp of recognition. "What did they do to them? you don't think those could be their real eyes >>> (page 333-334)



The 3rd child falls to the mutant dogs and is dragged away but not dead when the dogs are called off, so the last two go to find him. "It takes a few moments to find Cato in the dim light, in the blood. Then the raw hunk of meat that used to be my enemy makes a sound, and I know where his mouth is. And I think the word he's trying to say is please. Pity, not vengeance sends my arrow flying into his skull." page 348-349.

I truly never looked into the Theme of the year for the 6th grade until my daughter told me what the Hunger Games was about. I did not think I needed to. What I cannot understand is how the 6th grade teachers picked this book with so much violence against children in it for the theme for their year. Dr Penzel is also ok with this book. I thought that I would not have to worry about my daughter being exposed to violence through her teachers and school. I thought we had a zero tolerance to violence and have been trying to get the kids work together, well then this book sends the totally wrong idea, I believe this book is totally inappropriate for 11-12 year olds and shouldn't be read to them or used as the Theme for their 6th grade year.